

# Contemporary Families in the United States CRN 26659

## HDFS Fall 2020 T 11:30-12:50

**Instructor:** Jean Schumer, LCSW, PhD

**Office:** [ZOOM \(set up account here\)](#); all appointments will be held via ZOOM

**Phone:** N/A Fall 2020

**E-mail address:** [schumej@linnbenton.edu](mailto:schumej@linnbenton.edu)

**Office Hours:** via email and phone by appointment

**ZOOM Classroom:** Join Zoom Meeting

<https://linnbenton.zoom.us/j/94680500206>

**Meeting ID:** 946 8050 0206

**Passcode:** 285931

### Course Description

An introduction to families with application to personal life. Focuses on diversity in family structure, social class, race, gender, work and other social institutions.

### Course Learning Outcomes

1. Use theoretical frameworks to interpret the role of the individual and family within social processes and institutions.
2. Critique the nature, value, and limitations of the basic methods of studying individuals and families.
3. Using historical and contemporary examples, describe how perceived differences, HDF combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
4. Explain how difference is socially constructed.
5. Analyze current social issues and place them in historical context(s).
6. Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age are related to difference, power, and discrimination in the United States.
7. Synthesize multiple viewpoints and sources of evidence to generate reasonable conclusions.

**HDFS 201 Contemporary Families in the United States** fulfills the Social Processes and Institutions (SPI) and Difference, Power, and Discrimination (DPD) requirements in the Baccalaureate Core for Oregon State University.

Human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.

The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and

institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material is intended to enhance meaningful democratic participation in our college community and our increasingly multicultural U.S. society.

## Required Materials

- Online links to required readings provided in the course schedule.
- Access and Bookmark [Using your HDFS 201 Text](#), and this link to the text, [Contemporary Families: An Equity Lens](#).
- These key documents: [Reading Guide and Essential Questions](#), [Liz Pearce's Social Identity Wheel](#), [HDFS Glossary](#).

## Evaluation

1. Weekly Questionnaires will be posted on Moodle. Due Tuesday night, but accepted up until Sunday midnight. Ten points awarded for thoughtful effortful submission. Each submission is worth up to 10 points. Will not be reopened. One missed submission will be dropped. (*10 pts. x 8 = 80 points*).
2. Bi-Weekly Wonders: Every few weeks (there are five) you will submit a more substantial assignment. (*25 pts. X 5 = 125 points*).
  - a. Bi-Weekly Wonders will focus on the readings/videos of the current week with an expectation that material from previous weeks has been understood and retained. Most Bi-WWs will involve critical thinking and the [higher levels of thinking as defined by Benjamin Bloom's Taxonomy](#) (analyzing, evaluating, synthesizing, creating). I use Turnitin, a tool to educate and monitor students about having too much similarity (plagiarism) in written work. Using someone else's work as your own, or using others' ideas without citation is considered plagiarism and can be grounds for failing an assignment, or the class.
    - i. When Turnitin is employed in Moodle, you must return to the original assignment to read my feedback and view your rubric (it does not appear in the gradebook. 😞)
3. Current Event. Students will find and share two current events with a short statement about how the article/event is relevant to the week's course work (via zoom breakout-rooms). The events need to be related to family issues and current events. Examples could include links to articles on social and family policy, or news articles, or research articles related to families. My examples are provided in Week 3's content. (*2 @ 10 pts each = 20 pts*).
4. Final Reflective Question. Your final reflective question (written, audio, or other format) will answer 1-2 questions and demonstrate your growth and development of critical thinking on a selected topic or topic of your choice (relevant to class, pre-approved by Jean). You will view a separate handout on this project by the middle of the term. (*25 pts.*)

## Evaluation Totals

Weekly Questionnaires

80

Bi-WWs	125
Current Events	20
<u>Final Reflective Questions</u>	<u>25 = 250 pts</u>

## Class Expectations

It is my goal to help you understand the concepts in this class as deeply as possible. I want you to retain these concepts in your long-term memory, as opposed to your short-term memory. To do this, we will practice critical thinking: examining multiple sources of information and our own biases, identifying multiple causes and effects related to complex problems, and continually reassess as new knowledge is uncovered in order to form viewpoints.

This is a different term for all of us, with stresses and challenges on many fronts. We are all dealing with this to one degree or another. I will do my best to adjust this course so that you obtain the course outcomes (seven!) in the most desirable way possible. This means you will see updates to this syllabus as the term progresses. *\*Bookmark this syllabus and refer back to it often\**

Hearing differing perspectives will support growth in your thinking. For this reason, attend any ZOOM sessions that you can. Participate in Forums when those are offered. Listen carefully to others' points of views. Express your own. Ground your thinking in the best evidence possible. I expect us to dialogue, question, and to disagree. None of us have walked in each others' shoes; listening and learning from others' experiences is an opportunity. Reflect upon what you hear and read. Respect and listening are key.

Ask questions pertaining to class topics during class ZOOM time or on the Class Forum. If it is a personal matter, set up an appointment or email me. Be sure to use HDFS 201 in the subject line of your emails.

This is my first term at Linn-Benton. I taught at OSU and used BlackBoard, then Canvas, and am a Moodle newbie like many of you. I utilize the computer help desk with issues and you are encouraged to do the same.

## My Requirements

- If you must miss class for an extended period, be in touch with me **and the Center for Accessibility Resources (see below)** right away.
- I do not accept any e-mailed assignments.
- I make it a high priority to grade your work promptly. **Late work is an exception, and will be graded at my discretion, following the grading of all on-time work from all of my classes.** If you submit late work, it will be graded by/during Week 10. (Note the late work deadlines on the course calendar).
- Extra credit is at the discretion of the Instructor and will be graded during Week 10. [Click here for extra credit](#) assignment.

## Campus Resources

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Desk, and Family Connections, are available to you as a

student. **All of these services, including the ones described below, are still available remotely Fall 2020.**

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu)). Our office can help students get connected to resources to help. Furthermore, please notify me (Jean) if you are comfortable in doing so. This will enable me to provide any resources that I may have.

**Center for Accessibility Resources** Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

**LBCC Comprehensive Statement of Nondiscrimination** LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

### Course Schedule HDFS 201 Fall 2020

This schedule will be updated and altered as the course progresses. I reserve the right to update and change this schedule as needed. Course content will be released up to three weeks at a time. Updates will be posted on this document and in Moodle.

<b>Week One</b>
<b>Topics: Intro to Course and Theories about Family Development</b>
<p><b>Become acquainted with the book</b>, Chapter 1, The Family: A Socially Constructed Idea, in <a href="#">Contemporary Families: An Equity Lens</a>.</p> <p><b>Attend:</b> ZOOM session (T 11:30).</p> <p><b>In Class:</b> Introduction to course and tools; Movie Choice, Social Problems; Social Institutions; online library access.</p> <p><b>Turn in:</b> Moodle Questionnaire</p> <p><b>Read:</b> <a href="#">The Social Construction of Difference</a>, by Alan Johnson. (6 printed pages of reading, last 6 pages are blank) - added 10/1 - for week 1 and week 2</p>

<b>Week Two</b>
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<b>Topics: Social Construction of Difference, Social Identities and Intersectionality</b>
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**Read:** Chapter 1, The Family: A Socially Constructed Idea, in [Contemporary Families: An Equity Lens](#).

**Read:** [The Social Construction of Difference](#), by Alan Johnson. (6 printed pages of reading, last 6 pages are blank)

**View:** [Social Construction](#); [The myth of race](#); [What is Intersectionality?](#)

**Resource:** [Liz's Social Identity Wheel](#)

**Attend:**ZOOM (T 11:30)

**In Class:** Tuesday: What is your social identity? What do families need? Intersectionality; Poverty, Poverty in OR.

**Turn in:** **Questionnaire #1**. Due Tuesday night, but accepted up until Sunday midnight.

Ten points awarded for thoughtful, effortful, submission. Each submission is worth 10 pts. These instructions apply to all questionnaires.

<b>Week Three</b>
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<b>Topics: Why We Study Families, Theories, and Learning Dispositions Start Health and Healthcare</b>
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**Read:** Chapter Two, Studying Families in [Contemporary Families: An Equity Lens](#). [Accessible format for screen reader](#). (if not completed last week)

**Resource:** [Liz's Social Identity Wheel](#)

**Attend:** ZOOM (T 11:30)

**In Class:** Tuesday: What is your social identity? Intersectionality, a bit about research, theories for studying families

**Turn in:** **Questionnaire #2**, Due Tuesday night, but accepted up until Sunday midnight.

Ten points awarded for thoughtful, effortful, submission. Each submission is worth 10 pts. These instructions apply to all questionnaires.

**Turn in:** **Bi WW 1;**

<b>Week Four</b>
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<b>Topics: Topics: Health and Health Care, Insurance vs Health Care, Mental Health</b>
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**Read:** Chapter 3, Health and Healthcare [Contemporary Families: An Equity Lens](#). [Accessible format for screen reader](#) [Accessible format for screen reader](#)

**Watch:** *Sick Around America* (Frontline, 2009; 54 min.)

<https://www.pbs.org/wgbh/frontline/film/sickaroundamerica/>

**Watch:** *Sick Around the World* (Frontline, 2008; 56 min.)  
<https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/>

**Attend:** Zoom (T, 11:30)

**In Class:** Healthcare in the US, comparative health systems around the world, health inequality in the US

**Turn in:** Questionnaire #3, Bi WW 2 - Personal slideshow

### Week Five Housing

**Read:** Chapter 4, Housing in, [Contemporary Families: An Equity Lens](#).  
[Affordable Housing Crisis](#) (read and pay attention to housing policy issues affecting families)

**Watch:** [Why Does the Government Care about Race?](#) (re: census;10 min) ; [What Kind of Asian are You?](#) (3.5 min)

**Watch:** [Studying Families: Implicit Bias: What does my headscarf mean to you?](#) (14 min)  
[Prejudice and Discrimination: Crash Course #39](#) (9.5 min)

**Read:** [Black Homeowners](#);

**In class:** Intersectionality, FU slides from last week

**Turn in:** Questionnaire #4; Current Event #1) Summaries of personal slideshows- BiWW 2

### Week Six

#### Topics: Connections, Kinship, Love

**Read:** Chapter 5, Connection and Love, [Contemporary Families: An Equity Lens](#).  
[Accessible format for screen reader](#)

**Read:** [Parenting in America](#), Pew Research Center

**Resource:**

**Attend:** Zoom T 11:30

**In Class:** TBD

**Turn in:** Questionnaire #5

### Week Seven

#### Special Topics: How the Past affects the Present; What do Families Need?

**Read:** *The Case for Reparations*, Ta-Nehisi Coates:

- [Online version with images](#) OR
- [Audio version](#) OR
- [PDF version](#)

**View:** [Difference, Power, and Discrimination](#); [Being multiracial in America](#)

**Resource:** [Study Guide: The Case for Reparations](#)

**Attend:** Zoom T 11:30

**In Class:** Studying Families, research, review of difference, power, discrimination

**Turn in:** [Questionnaire #6](#);

**Next week:** [Current Event #2](#), [Bi WW 4](#), [Questionnaire #7](#)

### Week Eight

#### Topics: Justice Chapter 8

**Read:** Chapter Eight; Justice...in [Contemporary Families: An Equity Lens](#).

**View:** TBD

**Attend:** Zoom, T. 11:30

**In Class:** Current Event in break-outrooms,

**Turn in:** [Questionnaire #7](#); [Current Event #2](#) [Bi-WW Four](#)

### Week Nine

#### Food and Water, Environmental Policy

**Read:** Chapter Nine: Food and Water, [Contemporary Families: An Equity Lens](#)

**View:** TBD based on your book; review or watch viewings related to your final reflective question choice

**Attend:** Zoom T. 11:30

**In Class:** Book Clubs and New Textbook Feedback

**Turn in:** [Questionnaire # 8](#); [Bi-WW Three and Five](#); *all Late Work Weeks 6-9 and Extra Credit due by Sunday 5:00 p.m.*

### Week Ten

TBD

**Read:** [Visual Culture: Art and Beauty Chapter Draft](#)

**Recommended Viewing:** One media source (e.g. movie, television series, game or other media source) that you enjoy or would like to view that includes some aspect of family life.

[Why is Oregon so White?](#) OPB news story (about 8 minute listen)

**Attend:** Zoom T, 11:30

**In Class:** Present Book Slideshows.

**Turn in:** Questionnaire and [Final Reflective Question](#)

### **Bi-Weekly Wonders** (listed below with links)

Bi-Weekly Wonders will focus on the readings/videos of the current week with an expectation that material from previous weeks has been understood and retained. Most Bi-WWs will involve critical thinking and the [higher levels of thinking as defined by Benjamin Bloom's Taxonomy](#) (analyzing, evaluating, synthesizing, creating).

#### **Bi-WW 1: Due Week 2**

[Response to introductory readings, viewings, and prompts](#)

#### **Bi-WW 2: Due Week 4**

[Family slide- show intro](#)

#### **Bi-WW 4: Due Week 7**

[Response to selected current events and readings](#)

#### **Bi-WW 3 & 5: Due Week 9**

[Response to film](#)

**Reflective Question: Due Week Ten Friday at 5:00 p.m. (20 points) TBD**